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ABSTRACT

As an answer to the problems posed by the traditional grade level approach to language arts study, the continuous progress program is centered on specific areas of instruction, with courses or blocks within each area especially designed to provide for students' individual differences. This document consists of an explanation of the program, a chart depicting the course arrangement for six subject areas (reading, spelling and vocabulary, speech, composition, literature, and special courses), a description of the organizational pattern of the program, a list of criteria for placement in the program, and a curriculum guide. The curriculum guide includes a course description and a list of course objectives for each of the various instructional blocks within the six subject areas. (JM)

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ST. BERNARD'S
COMMITMENT TO QUALITY EDUCATION
SAINT BERNARD PARISH PUBLIC SCHOOLS

CONTINUOUS PROGRESS PROGRAM FOR LANGUAGE ARTS IN SECONDARY SCHOOLS

No. 2 Chalmette, Louisiana September, 1969

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FOREWORD

In the summer of 1968 during the pre-school workshop in St. Bernard Parish, the teachers explored a number of different approaches to teaching and learning. Being cognizant of the basic problems in the traditional patterns, the language arts teachers became interested in the continuous progress concept as originally developed and implemented at Corvallis High School in Corvallis, Oregon. Since local factors directly influence the content and scope of any program, the teachers of St. Bernard Parish endeavored to design a language arts program relevant to the needs of this parish.

As a result of their efforts, the teachers prepared this guide for implementing the continuous progress program. St. Bernard Parish School Board expresses its appreciation to the language arts teachers and consultants for their contributions to this publication.

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THE CONTINUOUS PROGRESS PROGRAM FOR LANGUAGE ARTS IN SECONDARY SCHOOLS, ST. BERNARD PARISH CHALMETTE, LOUISIANA

INTRODUCTION

St. Bernard Parish school system is committed to an English curriculum of continuous progress in an effort to fulfill a basic educational objective, to meet the individual needs of each student. This new program is based on the premise that students have individual differences and needs, as they vary in backgrounds, abilities, interests and experiences. Traditionally, "students have been grouped in English classes according to a hypothetical level. Such grouping denies an elementary precept of education: students are individuals and as such learn at differing rates. At no one grade level will all students exhibit equal ability in all phases of the curriculum."[1] St. Bernard Parish educators believe that a change in format from an arbitrary classification of students by grade level to a system of continuous progress will best meet the needs of individual students.

The continuous progress program is centered around specific areas of instruction. Particular courses or <u>blocks</u> within each area of instruction are especially designed to provide for individual differences. It is within the

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[1]Constance J. Georgiades, "The Nongraded Approach to the Teaching of the Language Arts: A Step Toward the Individualization of Instruction," Center for Excellence in Education, University of Southern California, Los Angeles, California.

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framework of a continuous progress curriculum that the student is challenged to pursue courses that enable him to achieve objectives commensurate with his needs and abilities.

As well as providing for individual differences, the continuous progress approach contributes to the solution of the following problems in a conventional grade level approach:

1. Students pass from one grade level to another though deficient in one or more areas of instruction. This ultimately leads to frustration.
2. Students sometimes repeat an entire English course to make up for a deficiency in only one or more disciplines of a conventional English course.
3. Students repeat skills unnecessarily.
4. Uniformly large classes prevent teachers from giving individual attention to students.
5. The usual track system creates stereotypes such as the college bound student, the low ability student, and the business career oriented student.

It should be noted that "the format for the nongraded continuous progress English program is never exactly the same, for each school has specific needs that determine the format. Yet the basic principle is the same: remove the chronological barriers that artificially group students into given courses and place students in courses that begin where they are, regardless of their ages."[2] On the next page is a diagram showing the organizational pattern being used to meet the needs for an effective program to further individualized instruction of English in St. Bernard Parish.

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[2]Ibid.

ORGANIZATION OF CONTINUOUS PROGRESS PROGRAM FOR LANGUAGE ARTS
SAINT BERNARD PARISH SECONDARY SCHOOLS

READING	SPELLING & VOCABULARY	SPEECH	COMPOSITION -0-	LITERATURE -0-	SPECIAL COURSES
Reading 111* (24 Weeks)	Fundamentals of Spelling 121*	Oral Communications 131*	Practical Composition 141*	Approaches to Lit. and Bios. 151*	Survey of Mass Media 161
Reading 112* (24 Weeks)	Developmental Spelling and Vocabulary 122*	Debate 132	Paragraph Development 142*	Approaches to Poetry and Essays 152	Business English 162
Reading 113*	Advanced Word Study 123	Public Speaking 133	Theme Development 143*	Introduction to American Literature 153	Mythology of Western World 163
Advanced Reading Skills 114		Dramatics 134	Expository Writing (Forms of) 144	Modern and Contemporary American Lit. 154	Bible as Literature 164
High Interest Reading 115			Expository Writing (Research Paper) 145	Drama as Literature 155	Shakespeare 165 (Literature)
			Advanced Composition 146	Intro. to Eng. Lit. Through 17th C. 156	Seminar for Advanced Study 166
			Creative Writing 147	Intro. to Eng. Lit. 18th C. to Contemporary 157	
			Review of Syntax 148	Comparative Literary Analysis 158	
				World Literature 159	

KEY: *Required unless exempt.
-0-One course per year required. (Reading course may be substituted for literature where deficiencies exist.)

NOTES:

(1) All courses consist of twelve-week blocks unless otherwise noted.
(2) Some courses may be offered on alternating years according to needs.
(3) Juniors and seniors may elect as many as six blocks in one school term.

Organizational Pattern For Continuous Progress Program

In the continuous progress English program, reading skills, spelling and vocabulary, speech, composition, and literature are five primary areas of instruction. A sixth area includes special courses. The program is flexible in that new or additional blocks can be added to fulfill special needs or interests. Instruction in each area, with the exception of two reading courses, is organized into twelve-week blocks (two six-week grading periods). Since some students enter high school with deficiencies in one or more of the five basic areas, some blocks are remedial in nature. Students are required to take at least one course in composition and one course in reading or literature each year. Certain basic courses are required unless the student is exempt by testing and/or by teacher recommendation.

Implementing the program. At the outset all students must be evaluated for proficiency in each area by use of standardized tests and/or teacher evaluation except in literature and special courses. Once the program has been implemented, however, only incoming students need be tested. Most of this evaluation should be done at feeder schools.

Those students who show adequate proficiency in skills or abilities taught in any required block may be exempt from that block. An individual record of the required

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courses and exemption for each student is kept on a permanent English schedule card which also provides space for denoting the blocks a student schedules during each school year. (See sample below.)

STUDENT NO. NAME — FIRST NAME: First — Middle — LAST NAME: Last — M — F — GR.

SESSION	BLOCK	ENGLISH COURSE	TEACHER	GRADE	REC
	111	Reading (24 weeks)			
	112	Reading (24 weeks)			
	113	Reading			
	114	Advanced Reading Skills			
	115	Reading Elective			
	121	Spelling Fundamentals			
	122	Spelling & Vocabulary			
	123	Advanced Word Study			
	131	Oral Communications			
	132	Debate			
	133	Public Speaking			
	134	Dramatics			
	141	Practical Composition			
	142	Effective Writing			
	143	Theme Development			
	144	Expository Writing			
	145	Research Paper			
	146	Advanced Composition			
	147	Creative Writing			

SESSION	BLOCK	ENGLISH COURSE	TEACHER	GRADE	REC
	148	Review of Syntax			
	151	Lit. & Biography			
	152	Poetry & Essays			
	153	American Lit.			
	154	Modern American Lit.			
	155	Drama as Literature			
	156	English Lit. to 18 Century			
	157	English Lit. Contemp.			
	158	Comparative Lit. Analysis			
	159	World Literature			
	161	Survey of Mass Media			
	162	Business English			
	163	Mythology of Western World			
	164	Bible as Literature			
	165	Shakespeare			
	166	Seminar for Advanced Study			

Teachers' Signatures:
FRESHMAN:
SOPHOMORE:
JUNIOR:
SENIOR:

After testing, English teachers hold individual conferences with each student. With the use of "Criteria for Placement in Continuous Progress English Program" on pages 6 and 7, the teacher gives guidance to the student as plans are made for his individualized English course. Students make the decisions,

but they are counseled by teachers and must take required courses if deficient in any given area. Both teacher and student recognize that because the student works at his ability level, possibilities for success and achievement are much greater.

Criteria for Placement in Continuous Progress English Program

READING

111 Reading. For the student reading below 5.9 grade level on a basis of standardized reading test scores and teacher evaluation.

112 Reading. For the student reading below 7.5 grade level on a basis of standardized reading test scores and teacher evaluation.

113 Reading. For the student reading below 8.5 grade level on a basis of standardized reading test scores and teacher evaluation.

114 Advanced Reading Skills. For the student reading at or above ninth grade level on a basis of standardized reading test scores and teacher evaluation.

115 High Interest Reading. Recommended for the student with a reluctant attitude toward reading. Any student with teacher approval may elect to take this course once.

SPELLING AND VOCABULARY

121 Fundamentals of Spelling. For the student whose spelling and vocabulary recognition is below 8th grade level on a basis of standardized spelling test scores, vocabulary recognition test scores and teacher evaluation.

122 Developmental Spelling and Vocabulary. For the student whose spelling and vocabulary recognition is below 10th grade level on a basis of standardized spelling test scores, standardized vocabulary recognition test scores, and teacher evaluation.

123 Advanced Word Study. Any student may elect this course as long as he has attained 10th grade level in spelling and vocabulary recognition on a basis of standardized spelling test scores, standardized vocabulary recognition test scores and teacher evaluation.

SPEECH

131 Oral Communications. For the student in need of basic skills in vocal communication of ideas through good diction, simple reporting, discussing and answering questions.
132 Debate. Prerequisite: Block 131.
133 Public Speaking. Prerequisite: Block 131.
134 Dramatics. Prerequisite: Block 131.

COMPOSITION

141 Practical Composition. For the student who has basic difficulty in writing. Emphasis will be placed on construction of complete, effective sentences as well as practical skills necessary for business and social communication.
142 Paragraph Development. Prerequisite: Block 141. For the student who is unable to develop a topic sentence and paragraph through a series of supporting details.
143 Theme Development. Prerequisite: Block 142. For the student in need of a working knowledge of formulating a thesis and developing a coherent theme.
144 Expository Writing (Forms of). Prerequisite: Block 143. For the student desirous of developing techniques of expository writing. Recommended for the college bound.
145 Expository Writing (Research Paper). Prerequisite: Blocks 141 and 142. For the student in need of basic techniques of research and writing a term paper.
146 Advanced Composition. Prerequisite: Block 143. For the student desirous of further development of techniques in narrative, descriptive and expository writing. Recommended for college bound.
147 Creative Writing. For the student who is performing on the level of Block 143 or has received teacher recommendation.
148 Review of Syntax. For the student who has a basic grasp of grammar but wishes a review of the syntax of the sentence, word usage, and mechanics. Recommended for the college bound.

LITERATURE

151 Approaches to Literature and Biography. Prerequisite: reading ability at or above ninth grade level. This is a required course designed for development in the reading and analysis of the short story, novel, poetry and biography.

152 Approaches to Poetry and Essays. Prerequisite: Block 151.
153 Introduction to American Literature. Prerequisite: Block 151.
154 Modern and Contemporary American Literature. Prerequisite: Block 151.
155 Drama as Literature. Prerequisite: Block 151.
156 Introduction to English Literature to 18th Century. Prerequisite: Block 151.
157 Introduction to English Literature 18th Century through Contemporary. Prerequisite: Block 151.
158 Comparative Literatorary Analysis. Prerequisite: Block 151.
159 World Literature. Prerequisite: Block 151.

SPECIAL COURSES

161 Survey of Mass Media. Open to students reading at ninth grade level or above on a basis of standardized reading test scores.
162 Business English. Prerequisite: Block 142. Open to students reading at ninth grade level or above on a basis of standardized reading test scores.
163 Mythology of Western World. Prerequisite: Block 151.
164 Bible as Literature. Prerequisite: Block 151.
165 Shakespeare. Prerequisite: Block 151.
166 Seminar for Advanced Study. Open only to students upon special recommendation of honors committee.

Class size. The nature of the subject matter will largely determine class size. Composition and remedial reading classes do not exceed twenty because of a greater need for individual attention. Literature courses may be increased satisfactorily to a maximum of forty-five to compensate for the smaller classes in other areas.

Teacher assignments. Wherever possible, teacher interests and abilities determine teacher assignments. All teachers are expected to assist in teaching composition because of the excessive amount of paperwork involved.

Evaluation of student progress. Behavioral objectives listed in the "Curriculum Guide" are used as a basis for determining the progress and evaluation of each student. These instructional objectives are stated in such a way that each student is encouraged to use them as a check-list and guide to his own progress. Such a guide not only provides for students but also for teachers so that instruction might be more relevant and that teachers might have a succinct statement of course objectives.

Course credit is given on the basis of one unit for three twelve-week blocks of work in which the student is enrolled and receives a passing grade. In the event that a student working at capacity has made satisfactory progress but not sufficient enough to have mastered basic skills in a required block, he may receive course credit but remains in the block until he has succeeded in mastering prerequisite skills.

C U R R I C U L U M G U I D E

READING

Since adequate reading proficiency seems imperative to scholastic achievement, any high school student reading below 9th grade level is required to enroll in a remedial reading course. He continues to take a course in reading each year until he achieves ninth grade proficiency or until he has completed graduation requirements.

Students who have reading deficiency should not be scheduled into any literature courses until they have demonstrated at least ninth grade proficiency in reading.

Reading Grade Level	Course Number	Time
1.0 - 5.9	111	24 weeks
6.0 - 7.5	112	24 weeks
7.5 - 8.5	113	12 weeks

Advanced Reading Skills (Block 114) is for any student reading at or above ninth grade level who wishes to improve his reading and study efficiency. Although reading speed is not the chief aim of the course, the student should learn to use the most effective speed for the material and should improve his over-all efficiency in reading.

It is important that eighth grade teachers employ the same criteria as that used by high school teachers in placing students. Teachers should verify any standardized test scores that seem abnormal by observation and/or informal testing.

If the teacher has any doubt as to the student's proper placement in reading, the student should be placed in the lower-numbered course.

Block 111, Reading
Required (Class Size: 16-18)

COURSE DESCRIPTION

Any student reading below the sixth grade level should be scheduled into this twenty-four week course. He may continue in the course during the following year and still receive credit if he does not achieve adequate proficiency the first time. Primary emphasis in this course will be upon developing the basic sight vocabulary and the elementary word attack skills. Consistent effort will be made to develop positive attitudes toward reading. (Twenty-four weeks)

Block 111, Reading
Required (Class Size: 16-18)

COURSE OBJECTIVES

I. The student should be able to develop word recognition through audio discrimination by pronouncing the two hundred twenty basic words as identified by Dolch.

II. The student should be able to demonstrate ability to analyze words through oral and/or written exercises. He should demonstrate that he can do the following when given selected word lists.
Behavior:
A. He differentiates vowel and consonant sounds.
B. He recognizes variant consonant sounds.
C. He uses visual clues to accent.
D. He uses visual clues to syllabication.
E. He identifies prefixes and suffixes.
F. He identifies root words and their changes.

III. When given a selection, the student should be able to identify use of context clues.
Behavior:
A. He points out clues orally or underlines them.
B. He ascertains the correct meaning of selected words in contexts by writing the meanings of given words that have been placed in different contexts.

IV. The student should be able to identify main ideas.
Behavior:
A. When given selected sentences, he underlines the main idea in each sentence.
B. When given selected paragraphs, he underlines the main idea of each paragraph.

V. The student should be able to develop skills and abilities fundamental to effective use of the dictionary.
Behavior:
A. When given a word list, he correctly pronounces vowel and consonant sounds in key words through the use of diacritical markings.
B. He alphabetizes a list of words according to first, second, third, fourth, fifth, and sixth-positioned letters.

Block 112, Reading
Required (Class Size: 16-18)

COURSE DESCRIPTION

Students reading from 6.0 to 7.5 grade level should be scheduled into this block. This twenty-four week course should help the student to enlarge his reading vocabulary, to increase his basal speed, to read with greater depth of understanding, and to choose the most effective way of attacking or analyzing new words. (Twenty-four weeks)

Block 112, Reading
Required (Class Size: 16-18)

COURSE OBJECTIVES

I. The student should be able to expand upon the stated objectives for reading Block 111.

II. The student should be able to develop a systematic method of word attack skills and enlarge his reading vocabulary when given appropriate drills and reading selections.

III. The student should be able to demonstrate the use of effective study and listening skills.
Behavior:
A. When given a selection, he analyzes sentence meaning by doing the following:
1. Stating orally or in writing the simple meaning of a sentence that appears in usual word order.
2. Underlining or listing interruptions, parrallels and omissions that appear in selected readings.
B. He differentiates direct meaning and supporting detail by listing each in column form.
C. He denotes implied meaning in statement form.
D. He writes in statement form broad generalizations made from a selected reading.

IV. The student should be able to read at his independent level through the use of high interest selections with basic vocabulary.

V. The student should be able to demonstrate development of skills and abilities fundamental to effective use of the dictionary.
Behavior:
A. He demonstrates comprehension of definitions by writing the same meaning in different words or by skitching a correct interpretation of selected words taken from the dictionary.
B. When given a group of definitions to choose from, he uses context clues to select appropriate definitions for words in a given text.

Block 113, Reading (Class Size: 18-20)
Required

COURSE DESCRIPTION

Students who are reading below ninth grade level between 7.5 and 8.5 grade level should be scheduled into this block. As with Blocks 111 and 112, a constant effort will be made to develop desirable attitudes toward reading and to increase the student's over-all reading efficiency. Special emphasis will be placed upon techniques and skills used to improve comprehension and upon independent study skills.

Block 113, Reading
Required (Class Size: 18-20)

COURSE OBJECTIVES

I. The student should be able to expand upon the stated objectives for Reading Blocks 111 and 112.

II. When given appropriate selections, the student should be able to use techniques and skills needed for comprehension.
Behavior:
A. He points out orally or in writing specified relationships:
1. Time order
2. Comparison-contrast
3. Cause and effect
4. Simple listings
B. He underlines and labels the following types of figurative language:
1. Simile
2. Metaphor
3. Personification
4. Connotation and denotation
C. He describes orally or in writing any imagery noted in the selection.
D. He states in sentence form inferences or implications made in the selection.

III. The student should be able to use independent study skills when given a specific reading assignment.
Behavior:
A. He picks out main ideas and is able to discuss them or write about them.
B. He searches for specific facts in answer to directed questions.
C. He makes inferences either in writing or discussion.
D. He draws conclusions by making appropriate choice when given several possibilities.
E. He uses the dictionary and other reference materials in answer to specific follow-up questions pertaining to the reading assignment.

Block 114, Advanced Reading Skills (Class Size: 25)

COURSE DESCRIPTION

Students reading at or above ninth grade level may elect to take this course once. It should not be repeated except upon recommendation of the teacher. This course should help the student to improve his overall reading speed, comprehension, and vocabulary. The student should learn to use the speed best suited to his reading material and purpose and to choose the most effective methods of reading or study.

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Block 114, Advanced Reading Skills (Class Size: 30)

COURSE OBJECTIVES

I. When given appropriate drills and reading selections, the student should be able to improve his skills in the areas of rate, comprehension and vocabulary.
Behavior:
A. He demonstrates progressive proficiency in above areas when standardized testing is administered at intervals throughout the course.
B. He identifies his individual weaknesses through diagnostic testing and responds to reading activities that lead to proficiency in weak areas.

II. The student should be able to demonstrate his ability to infer, judge, differentiate fact and opinion, and evaluate authority when given a three to five page selection of purposeful instructional material.
Behavior:
A. He lists inferences.
B. He makes appropriate judgments.
1. He underlines emotionally powerful words and demonstrates their meaning by play acting.
2. He differentiates between sound and faulty reasoning by role playing or writing to illustrate the following fallacies:
a. Begging the question
b. Jumping to conclusions
c. Bringing in irrelevant evidence
d. Reasoning from false premise
e. Generalizing from insufficient evidence
C. He points out examples of fact (that which can be proven by objective means) and opinion (that idea which cannot be proven objectively).
D. He evaluates authority by denoting in writing the following information:
1. Identification of author
2. Qualifications of the author
3. Evidence used by the author in forming his opinion
4. Motivation of the author

III. When given a variety of reading selections, the student should be able to adjust the speed that is best suited to his material and purpose whether it be reading for pleasure, for fact, for understanding, or for study.
Behavior:

(Block 114, Course Objectives Cont.)

A. He makes a written record of types of material read, purposes for reading, and rates used.
B. He answers satisfactorily specific questions geared to check his proficiency in reading specific types of materials within timed reading periods.

Block 115 High Interest Reading (Class Size: 25)

COURSE DESCRIPTION

This course is designed to assist reluctant readers in satisfying their personal interests through individualized reading programs. A basic objective of the course is to lead the student to expand his interest range in reading. Although a pattern of organization is presented, modification will be made by the teacher when necessary for the needs of the individual student. Appropriate reading skills will be reinforced.

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Block 115 High Interest Reading (Class Size: 25)

COURSE OBJECTIVES

I. The student should be able to locate, select and read freely materials based on his expressed interests and abilities.
Behavior:
A. He makes a personal interest inventory to use in selection of reading materials.
B. He assists in collecting materials and preparing a reading corner for his particular interests.
C. He reads selections in accordance with his ability and interest. (Amount varies according to ability.)
D. He writes two or three paragraphs or participates in recitations in which he describes impressions and/or information gained from his reading.

II. The student should be able to demonstrate that he has expanded his interest range in reading.
Behavior:
A. The student selects and reads materials that vary in subject matter and reader interest.
B. The student prepares written reports including part or all of the following data:
1. Comparison and/or contrast of two types of selections.
2. Summary of contents of two selections
3. Student's reaction to two different selections.

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Block 121, Fundamentals of Spelling and Vocabulary
Required (Class Size: 20)

COURSE DESCRIPTION

This course is designed for those students who have difficulty in the fundamentals of spelling and vocabulary recognition (below eighth grade level according to Ayres Spelling Extension Test). Instruction will focus upon effective study methods, word and phonic analysis, effective use of rules, lists of words in common usage, and effective approach to the correct use of the dictionary.

Block 121, Fundamentals of Spelling and Vocabulary
Required (Class Size: 20)

COURSE OBJECTIVES

I. When given a basic spelling list of commonly misspelled words, the student should be able to apply basic rules for spelling, including exceptions, variant spellings, and affixes.
Behavior:
A. The student recites rules of English spelling and any exceptions he uses when given selected words from basic spelling list.
B. The student indentifies orally or by writing on paper the variant spellings of English sounds when they are given from a selected list.
1. He correctly syllabicates on paper words dictated to him.
2. He demonstrates the use of phonetic principles in spelling by writing correct phonetic symbols when selected words are dictated to him.
3. When given selected words, he demonstrates by oral recitation and/or in writing that he spells by using visual and aural discrimination.
C. The student demonstrates he uses affixes correctly, given selected list of words to write them with.
D. When given a basic list of 100 commonly misspelled words, the student demonstrates he has mastered the correct spelling of these words.
1. He writes them correctly when they are dictated.
2. He correctly spells them in sentences.

II. The student should be able to progress in an individualized developmental vocabulary program so that at the end of the course he recognizes and uses words at 8th grade level when given standardized vocabulary recognition and usage tests.

III. The student should be able to identify the various types of information that can be found in the dictionary.
Behavior:
A. The student finds and labels on a sample given him the following information which is located under word entries: spelling, pronunciation, part of speech, etymology, definitions, synonyms, antonyms.
B. The student identifies the location of the following information found outside the mair body of the dictionary: abbreviations, new words, proper names, biographical and geographical names, key to symbols.

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Block 122, Developmental Spelling and Vocabulary
Required; Prerequisite: Block 121 (Class Size: 20)

COURSE DESCRIPTION

Students who need to develop efficient methods of word analysis and vocabulary study should enroll in this course. It is a required course for those whose ability in this area is between the eighth and tenth grade levels according to The Ayres Spelling Extension Test and standardized vocabulary tests. This course will reemphasize the effective use of the dictionary and focus upon the strengthening of a usable vocabulary through the study of affixes, synonyms, antonyms, and homonyms.

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Block 122, Developmental Spelling and Vocabular
Required; Prerequisite: Block 121 (Cla Size: 20)

COURSE OBJECTIVES

I. The student should be able to expand upon the stated objectives for Block 121.

II. The student should be able to progress in an individualized developmental spelling program to the extent that he is spelling at 10th grade level when given a standardized spelling test.
Behavior:
A. He spells correctly selected words for 10th grade level.
B. He uses correct spelling in sentences and paragraphs of a general nature.

III. The student should be able to use effectively the dictionary when given special assignments calling for information that can be found in different parts of a dictionary.
Behavior:
A. He answers questions concerning information that can be obtained under word entries.
B. He locates information in answer to specific questions that can only be found in sections of the dictionary outside the main body of dictionary.

IV. The student should be able to identify and use specialized dictionaries when given specific questions that require their use.
Behavior:
A. He prepares a list of special dictionaries located in the school library.
B. He locates information in at least three different kinds of dictionaries in answer to specific questions that call for the use of each dictionary.

V. When given oral and written selections containing vocabulary at varying gradations, the student should be able to demonstrate that he comprehends meanings of words commonly known at 10th grade level.
Behavior:
A. He recites meanings of words within context of a given selection.
B. He names synonyms and antonyms of selected words.
C. He lists homonyms found in selected passages.
D. He underlines affixes and root words in selections writing the meaning of them separately and combined.

Block 123, Advanced Word Study
Prerequisite: Block 122 (Class Size: 20)

COURSE DESCRIPTION

Students desiring additional study of vocabulary, word relationships, semantic principles of word usage, and a brief study of the changes that have occurred in the English language may elect to take this course.

Block 123, Advanced Word Study
Prerequisite: Block 122 (Class Size: 20)

COURSE OBJECTIVES

I. The student should be able to expand his existing vocabulary through the use of selected listings according to his needs and interest, some of which are determined by standardized testing. He shows his progress by correct use of new words in sentences he writes and in his speech.

II. The student should be able to demonstrate an understanding of semantics by identifying the use of specific types of wording in selected readings.
Behavior:
A. He differentiates between connotations and denotations in selected readings.
B. He underlines loaded words and slanted writing in selected passages and explains correctly why they are so labeled.
C. He lists archaic words found in a selection and makes appropriate substitutes for them.
D. He lists neologisms and states the new meanings for the established words.
E. He contrasts cliches or trite expressions in a selection with simple, straight-forward expressions which he offers as a replacement for cliches.
F. The student uses appropriate words for both formal and informal writing when assigned to write sample paragraphs illustrating each kind.

III. The student should be able to identify movements in the development of the English language and etymology.
Behavior:
A. The student lists the early influences of the Indo-Hittites and Indo-Europeans on a chart or in a written report.
B. The student traces the development of the English language with emphasis on word origins and their derivations. He uses the following major divisions:
1. Old English (Celtic, Latin, and Anglo Saxon influences)
2. Middle English (French and Greek influences)
3. Modern English (Word influences)

Block 131, Oral Communication
Required (Class Size: 20-25)

COURSE DESCRIPTION

This is a required course for students in need of basic skills in vocal communication. It is recommended that the student take the course as early as possible in his high school career. The student should develop basic skills in communicating his ideas through good diction, simple reporting, discussing, and answering questions. He should also develop listening skills.

Block 131, Oral Communication
Required (Class Size: 20-25)

COURSE OBJECTIVES

I. The student should be able to employ the basic listening skills.
Behavior:
A. The student follows directions when given step-by-step procedures.
B. The student distinguishes main ideas in a lecture or report through oral or written response following the presentation.
C. The student takes coherent, well organized notes.

II. The student should be able to express orally his ideas in coherent statements using good diction.
Behavior:
A. When given a limited topic, the student prepares and presents a simple report of 2-3 minutes in length.
B. The student responds to oral or written questions with meaningful answers.

III. The student should be able to lead and participate actively in discussions.
Behavior:
A. Given a topic for discussion, the student contributes as a member of a group any coherent observations or suggestions which follow the line of discussion.
B. Given a simulated meeting of a group or organization, the student demonstrates he can lead the group using correct parliamentary procedures.

IV. The student should be able to use appropriate telephone etiquette when initiating a phone call or responding to one in accordance with suggestions made by the local phone company.
Behavior:
A. Given suitable situations, the student initiates both a local and long distance phone call in an acceptable manner.
B. Given a situation, the student demonstrates satisfactory response to a phone call.

Block 132, Introduction to Debate
Prerequisite: Block 131 (Class Size: Even number, 20 max.)

COURSE DESCRIPTION

This block is designed to introduce the student to the skills of debate as a public speaking process. The student will be expected to grasp the basic, fundamental processes of logic which are used in argumentation with emphasis on factual analysis. He will then be expected to use logic as he experiences participation in debate on an elementary level. He will be directed to do basic exercises in logic, research, organization, and in the preparation of a prima-facie debate case. The student will be encouraged to seek to develop proficiency in analytical thinking through further pursuit of the basic skills introduced in this block.

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Block 132, Introduction to Debate
Prerequisite: Block 131 (Class Size: Even number, 20 max.)

COURSE OBJECTIVES

I. The student should be able to demonstrate proficiency in preparing for a debate.
Behavior:
A. He identifies devices of logic which are used in building arguments for formal debating through written and oral problem-solving of elementary logic problems.
B. He compares good reasoning techniques to fallacy in argument through written and oral tests.
C. He identifies debate procedures in two ways: by listing of speaker's time limits and obligations during each speech and by taking part in the formal debate procedure.
D. He writes a valid proposition for debate by differentiating between well-stated and poorly-stated propositions.
E. He identifies valuable negative arguments by researching for evidence to disprove already-established arguments on the affirmative.
F. He identifies a negative counterplan by writing one.

II. The student should be able to research for a debate.
Behavior:
A. He constructs a bibliography for a debate brief through library research and classroom examination of research sources and techniques.
B. He organizes debate boxes for research purposes by using a box, adequate tabulation procedure, and a list of affirmative and negative arguments.
C. He orders and uses materials that have been especially prepared for the high school debate proposition.

III. The student should be able to participate in a debate.
Behavior:
A. He works with a colleague in planning for meeting opposition.
B. He works with a colleague to prepare a prima-facie case through listing and organizing affirmative arguments.
C. He constructs and recites negative arguments through study and practice of the four-point plan of refutation.
D. He participates in a debate in the classroom, following formal debate procedures.

Block 133, Public Speaking
Prerequisite: Block 131 (Class Size: 20-25)

COURSE DESCRIPTION

This block is designed to develop skills in public speaking. The student will be expected to prepare and present different types of speeches with emphasis on organizational structure, use of words, literary devices, and clarity of presentation.

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Block 133, Public Speaking
Prerequisite: Block 131 (Class Size: 20-25)

COURSE OBJECTIVES

I. The student should be able to prepare for presentation of a speech from 3-5 minutes in length.
Behavior:
A. Given a list of general areas, the student selects and limits a topic according to the speaking situation.
B. After choosing his topic, the student selects appropriate materials and takes effective notes.
C. The student organizes his notes into a workable outline.
D. He plans for clarity in speech presentation on paper, making wise use of words and literary devices.

II. The student should be able to present effectively various types of speeches.
Behavior:
A. He presents a 3-5 minute persuasive speech that substantiates either the pro or the con or a proposition.
B. He presents an informative speech of at least 3-5 minutes in length.
C. He presents an entertaining speech of 3-5 minutes in length.

III. The student should be able to develop proficiency in presentation.
Behavior:
A. Given each speaking situation in II-A, B, and C, the student adjusts the projection of his voice according to the physical setting and the size of his audience.
B. Given a list of words and phrases, the student enunciates and pronounces them correctly prior to delivery in preparation for making an effective speech.
C. Given each speaking situation in II-A, B, and C, the student uses appropriate posture, facial expression, eye contact, and body movement.
D. Given each speaking situation in II-A, B, and C, the student adjusts his speed to his purpose.
E. In his presentation of each speech in II-A, B, and C, the student delivers his speech without total dependence upon notes.

Block 134, Introduction to Oral Interpretation, Acting, and Play Production
Prerequisites: Blocks 131, 151 (Class Size: 15 - 18)

COURSE DESCRIPTION

This course is designed to introduce the student to the fundamentals of oral interpretation of literature and acting. He should be able to successfully communicate a work of literature orally to an audience through reading and acting. The course will also introduce the student, through practical application, to the fundamentals of producing a play such as lighting, make-up, costuming, and direction.

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Block 154, Introduction to Oral Interpretation, Acting, and Play Production
Prerequisites: Blocks 131 and 151 (Class Size: 15-18)

COURSE OBJECTIVES

I. The student should be able to expand the critical and analytical skills and concepts he has studied in Block 151.
Behavior:
A. The student evaluates in writing two assigned literary selections in the light of their effectiveness and suitability for being orally interpreted and produced as plays on stage.
B. The student chooses a selection for oral interpretation which he thinks can be presented to an audience and writes a critical analysis with emphasis on effectiveness of selection, its theme and purpose.

II. The student should be able to present a work of literature to an audience applying principles of oral interpretation and acting.
Behavior:
A. Given one literary selection, the student points out the differences and similarities between oral interpretation and acting by reading the selection to an audience and aiding the audience in making a written analysis of his reading, noting above.
B. Through the use of improvisational techniques, the student demonstrates in dialogue and pantomime his understanding and interpretation of the selection used in II-A.

III. The student should be able to identify elements involved in producing a play such as lighting, make-up, set, costuming, and direction and to specify in writing what should be used for each element when given a specific stage situation.

IV. Through practical application in a given stage situation, the student should be able to participate in the various activities concerned with presenting a play.
Behavior:
A. He performs as an actor.
B. He assists in costuming and make-up.
C. He submits written plans for effective sets and lighting for play and follows through with plans.
D. He submits written plans for directing a play and follows through with plans if chosen to direct play.

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Block 141, Practical Composition
Required (Class Size: 20-25)

COURSE DESCRIPTION

This course is specifically designed to help the student who is unable to express himself in writing as a result of ability or attitude. The student should learn to write complete, effective simple, compound, and complex sentences and to develop the practical skills necessary for business and social communication. A chief objective of the course will be to develop positive attitudes toward written communication and to express opinions clearly.

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Block 141, Practical Composition
Required (Class Size: 20-25)

COURSE OBJECTIVES

I. The student should be able to demonstrate consideration of the positive impression his written papers can make on the reader.
Behavior:
A. The student writes legibly with adequate spacing of words and proper margins so that his papers can be read.
B. The student submits all assignments in ink.

II. The student should be able to demonstrate the ability to capitalize properly.
Behavior:
A. Given examples of words that have been capitalized for various reasons, he recites reasons for capitalizing.
B. Given a writing assignment of twenty sentences which would involve various rules for capitalization, the student capitalizes where necessary.

III. The student should be able to demonstrate the ability to use the dictionary to look up words he cannot spell.
Behavior:
A. Given a list of words he has been unable to spell in his own sentences, the student analyzes each word phonetically, writing down possible beginning sounds.
B. Using the trial and error method, he searches in the dictionary for the basic guide words needed and eventually the correct spelling of the exact words he wants to use.
C. The student checks on the dictionary meanings of the words to see if the definitions in the dictionary correlate with the context clues in his sentences.

IV. The student should be able to write a variety of sentence structures.
Behavior:
A. The student writes effective simple, compound, complex and compound-complex sentences when given general subjects or ideas to build his sentences on.
B. The student applies the basic principles of punctuation to the types of sentences listed in IV-A.

(Cont.)

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(Block 141 Course Objectives Cont.)

V. The student should be able to apply principles of correct word usage to his writing.
Behavior:
A. Given a variety of written drills calling for correct word usage, the student applies basic principles that lead to correct choice of words.
B. Given selected words that involve correct usage, the student writes sentences using each word to show his ability to be discerning in usage.

VI. The student should be able to demonstrate skills necessary for basic business and social communication.
Behavior:
A. Given selected circumstances, the student should be able to write a thank you note, an invitation, a school excuse note, a bread and butter note and a sympathy note.
B. Given appropriate business forms, the student accurately supplies the information needed for credit applications, job applications, income tax forms, accident forms and retail order blanks.

Block 142, Paragraph Development
Required; Prerequisite: Block 141 (Class Size: 20-25)

COURSE DESCRIPTION

Upon completion of this course, the student should be able to write purposeful, fully developed paragraphs. He should know how to expand and support ideas convincingly, how to make ideas progress in logical sequence, and how to adapt paragraphing techniques to reader and purpose.

Block 142, Paragraph Development
Required; Prerequisite: 141 (Class Size: 20-25)

COURSE OBJECTIVES

I. The student should be able to recognize the necessity of limiting the paragraph to a single topic.
Behavior:
A. The student divides a limited topic into subtopics, each of which can be developed into a single paragraph.
B. The student writes a topic sentence that expresses the controlling idea of the paragraph and relates it to all details.

II. The student should be able to organize a paragraph with coherence and unity when given a topic sentence.
Behavior:
A. As the student writes, he focuses the development of the paragraph on the controlling idea.
B. The student arranges a set of details in logical order as they relate to the topic sentence.
C. The student uses transitional devices to achieve both unity and coherence in his paragraph.
D. The student's use of tense, voice, number, and person is consistent.

III. The student should be able to relate the method of development to the purpose of a paragraph.
Behavior:
A. The student writes a paragraph developed by specific reasons when asked to support an opinion.
B. The student writes a paragraph developed by specific examples when asked to illustrate a controlling idea.
C. The student writes a paragraph developed by comparison or contrast when asked to show similarities or differences between topics.
D. The student writes a paragraph developed by details of an incident when asked to relate a brief story to develop a controlling idea.
E. The student writes a definition paragraph developed by any method or a combination of methods when asked, "What do you mean by that?"

IV. The student should be able to relate the order of details to the purpose of a paragraph.
Behavior:

(Block 142, Course Objectives Cont.)

A. The student writes a paragraph developed by time order when asked to write a narrative.
B. The student writes a paragraph developed by logical order when asked to explain the controlling idea.
C. The student writes a paragraph developed by spatial order when asked to describe something.
D. The student writes a paragraph developed by order of emphasis when asked to write a persuasive paragraph.

V. The student should be able to improve through revision the above paragraphs in IV-A,B,C,D by using variety in sentence structure and word choice where needed.
Behavior:
A. The student writes paragraph containing variety in sentence structure.
B. The student writes paragraphs in which he varies his word choice by selecting the best word for his purpose.

VI. The student should be able to demonstrate recognition of the fact that paragraphs do not exist in isolation.
Behavior:
A. Given an outline of material for a short essay or narrative, the student writes an interest-catching introductory paragraph in which the controlling idea is stated.
B. Given the same information as in VI-A, the student writes a concluding paragraph which contains the main idea that he wants to leave with the reader and which contains details related to the controlling idea.

Block 143, Theme Development
Required; Prerequisite: Block 142 (Class Size: 20)

COURSE DESCRIPTION

In this course the student should learn to structure the multiparagraph composition, to use a variety of paragraphs for specific purposes and effects, and to adapt his writing to the reader, the occasion, and the intended effect. He should be able to expand, develop, or support a central or controlling idea through several fully developed and logically organized paragraphs. The student will study and apply the basic techniques involved in descriptive, narrative, and expository writing.

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Block 143, Theme Development
Required; Prerequisite: Block 142 (Class Size: 20)

COURSE OBJECTIVES

I. In preparation for writing, the student should be able to recognize and utilize appropriate and effective language.
Behavior:
A. Given selected specimens of writing, the student replaces trite, hackneyed phrases with original and meaningful expressions.
B. Given selected specimens of writing, the student substitutes concise, relevant wording for that which is vague and irrelevant.
C. Given a brief, untitled essay, the student writes an imaginative, appropriate title.

II. The student should be able to structure a purposeful multiparapraph theme.
A. Given an unsorted list of possible subjects for a 300-350 word theme, the student distinguishes between those which are too broad (or too technical) and those which are appropriate in scope.
B. The student selects an appropriate topic and writes a statement of the controlling idea. He designates the intended reader.
C. The student writes a list of ten to twelve details, facts, and/or ideas which are pertinent to developing the controlling idea.
D. The student arranges the above-mentioned list of details under three or four main headings in order to organize a workable outline for a first draft.
E. The student forms a topical or sentence outline.
F. As the student begins to write his first draft, he writes an effective introductory paragraph.
G. The student organizes his theme according to the development that is most suited to the purpose of the paper.
H. The student writes a unified and coherent theme using various transitional devices.
I. The student writes a concluding paragraph that is related to the controlling idea of the theme and contains the main thought he wants to leave with the reader.
J. Having completed the rough draft, the student revises, writes the final draft, and proofreads it.

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(Block 143, Course Objectives Cont.)

III. The student should be able to identify the differences in narration, description, and exposition.
Behavior:
A. Given a list of topics, the student lists in three different columns those which could be developed through narration, through description, and through exposition.
B. The student writes a brief explanation concerning the major differences involved in handling a given topic by narration, by description, and by exposition.

IV. The student should be able to write a vivid description 300-350 words in length.
Behavior:
A. The student writes from the point of view best suited to his purpose.
B. The student selects and organizes details in accordance with his point of view.
C. The student selects the most appropriate wording (connotative or denotative) in accordance with his point of view.
D. The student uses effective figures of speech for the purpose of making impressions in his descriptions.

V. The student should be able to apply techniques used in section II to writing an effective narrative based on a personal experience or other appropriate stimuli.
Behavior:
A. The student focuses attention on incidents relevant to the story line and lists them in preparation for writing narration.
B. The student writes the narrative from a definite point of view.
C. The student uses direct and indirect quotations effectively in the narrative.

VI. The student should be able to write an expository theme in which he logically presents the steps involved in a process.
Behavior:
A. Through the use of a topical outline, the student organizes the steps involved in a chosen process, keeping in mind the idea that details can be classified in coordinate groupings subordinate to general headings.
B. He writes an expository theme based on the outline developed in VI-A as he applies appropriate techniques for theme development used in section II.

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Block 144, Expository Writing
Prerequisite: Block 143 (Class Size: 18-20)

COURSE DESCRIPTION

This course is both an extension and review of Theme Development (Block 143) and is recommended for the college bound. The student should learn to use sentence and paragraph structures appropriate to various kinds of expository writing: analysis, comparison and contrast, processes and a combination of two or more. He should expand his ability to use personal and rhetorical proof and should learn to use appropriate forms of logic.

Block 144, Expository Writing
Prerequisite: Block 143 (Class Size: 18-20)

COURSE OBJECTIVES

I. Given selected model essays, the student should be able to identify techniques used in expository writing.
Behavior:
A. He reads orally examples of illustrations used in model essays containing expository writing.
B. He lists on paper various classifications found in a selected essay.
C. He identifies orally the use of definitions and the expansion of some in selected model essays.
D. He outlines on paper an analysis made in a selected model essay.
E. He lists comparisons and contrasts found in model.
F. He enumerates by steps a process explanation in a selected essay.
G. He summarizes in writing the personal or rhetorical proof used in a model essay.

II. The student should be able to apply appropriate techniques to his own designated purpose in expository writing.
Behavior:
A. The student identifies orally or in writing the purposes and controlling ideas written in several model expository essays; he denotes specific passages which are directly related to the controlling idea.
B. The student selects and limits subject which he can use for a specific purpose in an expository theme.
C. The student states his purpose and controlling idea that are suitable for each of the following essays he writes 300-350 words in length.
1. He writes a process theme using chronological order.
2. He writes a definition theme in which he uses any of several orders such as the increasing or decreasing order of importance.
3. He writes a classification theme using one or a combination of the following techniques: illustration, analysis, comparison and contrast.
4. He writes an essay using personal and rhetorical proof for his own thesis.

(Cont.)

(Block 144, Course Objectives Cont.)

III. The student should be able to apply expository techniques to critical analysis of literary works.
Behavior:

A. Given two selections, the student identifies by outlining on paper salient characteristics of each work with regard to setting, plot, characterizations and theme.

B. Given the selections in III-A, the student writes a comparison-contrast composition at least three pages in length in which he indicates similarities and differences between salient aspects of the two selections.

Block 145, The Research Paper
Prerequisite: Block 143 (Class Size: 18-20)

COURSE DESCRIPTION

In this course the student will learn the distinctive qualities of the documented paper as they pertain to the intended reader, the writer's purpose and the writer's responsibility. The student will learn the basic techniques of citing and crediting authoritative opinion in a formal, documented paper. He will ultimately write a research paper.

Block 145, The Research Paper
Prerequisite: Block 143 (Class Size: 18-20)

COURSE OBJECTIVES

I. Given three expository topics suitable for research, the student should be able to locate a variety of appropriate sources for information and study.
Behavior:
A. The student uses the card catalogue, Reader's Guide, and other references in the library in an effort to make a list of available sources for each of the above topics.
B. The student records in correct bibliographical form the necessary information concerning each reference.
C. After reading a two-page reference for each topic, the student writes a precis at least one-half page in length in which he meets the standard criteria for this type of writing.

II. Using one of the above topics, the student should be able to write a documented paper of five to ten pages in length.
Behavior:
A. The student selects one of the topics used in I-A,B, and C, limits it to a specific subject and purpose, and makes a skeleton outline for a documented paper.
B. The student reads reference material and takes notes according to a prescribed form, using acceptable ways of incorporating another writer's material in his notes: direct quotations, summaries, listings, or paraphrasing.
C. The student gathers ideas, selects those pertaining to his central idea, organizes his notes, and prepares an outline suitable to the purpose of the paper.
D. The student writes a rough draft in accordance with basic principles and techniques used in expository writing.
1. He includes footnotes (or reference notes) according to a prescribed form accepted by the school or English department.
2. He uses contextual references in giving another author's idea.
3. He supports his own ideas by reference to authority when necessary.
4. He prepares a bibliography according to prescribed form described in II-D-1.

(Cont.)

(Block 145, Course Objective Cont.)

E. The student revises the rough draft in accordance with additional information gained, attitudes changed, or alterations made.
F. The student proofreads and ultimately submits a final typewritten copy of the documented paper which proves to be satisfactory to the reader on a basis of form, content, and construction.

Block 146, Advanced Composition
Prerequisite: Block 143 (Class Size: 18-20)

COURSE DESCRIPTION

This college-preparatory course is designed for further development of techniques used in four types of writing: narration, description, argumentation, and persuasion.

Block 146, Advanced Composition
Prerequisite: Block 143 (Class Size: 18-20)

COURSE OBJECTIVES

I. The student should be able to write a narrative.
Behavior:
A. The student selects and limits a topic for narration.
B. The student selects details appropriate to his purpose and point of view.
C. The student arranges the order of events and details according to purpose.
D. The student uses activities A,B, and C to write a narrative paragraph from 150-300 words in length.

II. The student should be able to write descriptive prose.
Behavior:
A. The student selects and limits a topic for description.
B. The student demonstrates selectivity of detail as well as arrangement of this detail in writing on the above topic.
C. The student writes vivid descriptive paragraphs by use of appropriate and colorful words and sensory details.

III. The student should be able to determine whether a topic is suitable for an argumentative paper.
Behavior:
A. Given a list of possible argumentative topics, the student underlines the topics suitable for argumentation.
B. Using above list in III-A, the student writes an explanation of why certain topics are suitable.

IV. The student should be able to recognize the structure and vocabulary of argumentation.
Behavior:
A. The student writes a definition of each of the following terms: major premise, minor premise, syllogism, enthymeme, inductive and deductive reasoning.
B. Given a group of paragraphs, the student designates which topics are proven inductively and which deductively.
C. The student looks at a group of enthymemes and writes them as complete syllogisms.

(Cont.)

(Block 146, Course Objectives Cont.)

D. The student distinguishes between major and minor premises in an unsorted list.
E. Given an essay of argumentation, the student identifies the elements listed in IV-A above, and he identifies the parts of an argumentative structure.

V. The student should be able to write an argumentative paper.
Behavior:
A. The student formulates in a proposition the point to be argued.
B. The student lists the points (minor propositions) he intends to use to support his major proposition.
C. The student writes arguments on the opposite side of the proposition.
D. The student presents sufficient evidence to prove main and minor propositions and refute opposing views, avoiding generalizations based on insufficient evidence.

VI. The student should be able to identify techniques of persuasion.
Behavior:
A. Given an essay of persuasion, the student identifies the ethical, pathetical (emotional), and logical proofs.
B. The student labels the distinctive elements of rhetoric at work in a given essay of persuasion.

VII. The student should be able to write a persuasive paper.
Behavior:
A. The student selects a suitable topic for a persuasive paper.
B. The student supports his view with adequate, authoritative, and up-to-date facts, making notes of these.
C. The student arranges his material in order that his major points receive strong emphasis.
D. The student completes his paper of 3-5 pages in length.

Block 147, Creative Writing
Prerequisite: Block 143 (Class Size: 18-20)

COURSE DESCRIPTION

In this course the student will analyze and compare in different models the elements of short story writing: plot, characters, setting, and point of view. The student will study individual author emphases and style. Using this study and analysis, the student will be allowed to construct his own model, culminating in his creation of a short story. The student will also examine four types of poetry--narrative, dramatic, lyric, and didactic--as well as identify the basic elements of poetry--image, metaphor (extended), symbol, and argument. In light of this background, the student will be given opportunity to develop his own style of writing poetry.

The student will attempt to write freely from his own feeling and experience and will apply in his own writing of prose, poetry, or other literary forms the critical standards and principles which he has developed from studying literature as well as structural grammar and linguistics.

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Block 147, Creative Writing
Prerequisite: Block 143 (Class Size: 18-20)

COURSE OBJECTIVES

I. The student should be able to identify the nature of conflict, point out its necessity for effective plot construction and use conflict in his writing.
Behavior:
A. After reading two or more short stories, participating in a lecture/discussion on the nature and uses of literary conflict, the student identifies the opposing forces in each of the stories read.
B. Given a list of five paired statements of plot situations in which some statements concern conflict and others do not, the student selects those that do and lists ways in which each conflict could be dramatically heightened or intensified.
C. The student writes about an original plot situation, conflict, and resolution for a given character.

II. The student should be able to identify different kinds of characters in writing, to point out techniques used to create an impression of character, and to create in his writing believable characters acting in a believable way.
Behavior:
A. After reading two sources recommended by the teacher, the student states three or more ways in which characters can be classified.
B. After discussing the techniques of characterizations, the student lists ways in which an author can create an impression of a given character.
C. After reading two or more sources concerned with literary criticism, the student states characteristics of realistic and unrealistic characters.
D. The student writes a brief passage in which he creates a vivid and believable character, making use of dialogue.

III. The student should be able to identify the shaping effect of setting and central occasion on both plot and characterization, and incorporate both occasion and setting into his writing.
Behavior:
A. Given two short stories with dissimilar settings and occasions, the student states changes that would be necessary in order to reverse the settings or occasions of the two stories.

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(Block 147, Course Objectives Cont.)

C. The student writes a plot synopsis and/or a brief character sketch that would be believable and consistent with a particular setting or occasion.

IV. The student should be able to enumerate the characteristics and advantages of each possible point of view and employ the use of a point of view in his own writing.
Behavior:
A. Given selected prose passages, the student lists objective characteristics of each point of view used.
B. Using above prose passages, the student states one or more logical inferences as to why the writer employed one point of view rather than another.
C. In at least two unstructured writing assignments, the student employs an effective point of view.

V. Given the freedom to choose one major happening with a limited number of characters, the student creates his own short story in which he employs one or all of the basic elements previously handled in I-IV.

VI. The student should be able to demonstrate he has developed a concept of the nature of poetry.
Behavior:
A. Given selected poetry, the student states at least four characteristic differences between prose and poetry.
B. The student analyzes in writing a given work of poetry as to type after a preliminary lecture/discussion of the four basic types: narrative, dramatic, lyric, and didactic. (Specific types of poetry, such as the ode, elegy, sonnet, song, and ballad, are also discussed.)

VII. The student should be able to use figurative language effectively.
Behavior:
A. The student identifies the following figures of speech: metaphor, simile, personification, apostrophe, hyperbole, conceit, when given selected readings.
B. The student writes effective figures of speech for objects, actions, or ideas supplied by the teacher.
C. The student writes eight lines or less in which one central impression or idea is stated with the use of figurative language.

VIII. The student should be able to identify and use sound and rhythm devices effectively.
Behavior:

(Block 147, Course Objectives Cont.)

A. The student defines or explains orally and in writing the meaning of common sound devices: alliteration, assonance, consonance, onomatopoeia, and rhyme.
B. The student constructs rhythmic patterns involving types of feet and lengths of lines, when given selected lines of poetry.
C. Given several lines of an incomplete verse pattern, the student supplies an additional line that retains the rhythmic pattern.
D. Using his own sound devices and rhythm patterns, the student writes original lines to express his ideas.

IX. Given the freedom to choose a subject, the student creates a poem in which he employs the basic elements of poetry.

SUGGESTION TO THE TEACHER:

Because of the creative nature of this course, the course objectives herein outlined are intended to be suggestive rather than prescriptive. The student can also be encouraged to produce other creative literary forms.

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Block 148, Syntax, Usuage and Punctuation (Class Size: 30-35)

COURSE DESCRIPTION

In this course the student will review the syntax of the sentence, conventions of usage, and punctuation appropriate to formal and informal standard English. This course is recommended for the college bound student.

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Block 148, Syntax, Usage, and Punctuation (Class Size: 30-35)

COURSE OBJECTIVES

I. The student should be able to construct the following basic sentence patterns:
   A. Subject-verb
   B. Subject-verb-object
   C. Subject-verb-predicate noun
   D. Subject-verb-predicate adjective
   E. Subject-verb-indirect object-object.

II. The student should be able to use the following constructions to serve as a single part of a given sentence pattern:
   A. Compound subjects and verbs
   B. Infinitive and gerundive phrases as subjects, objects, and predicate nouns
   C. Noun clauses as subjects, objects, and predicate nouns.

III. The student should be able to expand basic sentence patterns in writing and speech.
   Behavior:
   A. He writes the following modifiers in sentence patterns:
      1. Words: adjectives and adverbs
      2. Phrases: prepositional, infinitive, and participial
      3. Clauses: adjective and adverbial.
   B. He uses the following additional structures in sentences:
      1. Appositives
      2. Interrupters: parenthetical words, phrases, clauses
      3. Interjections
      4. Nouns of address.
   C. He writes above sentences with standard usage of punctuation marks.

IV. The student should be able to write sentences with variation in basic sentence patterns and standard usage of punctuation marks.
   Behavior:
   A. He writes sentences using inversion of subject and verb.
   B. He writes sentences using shifts in order of words, phrases or clauses.

(Cont.)

(Block 148, Course Objectives Cont.)

V. Given a variety of sentences to punctuate, the student should be able to use the following marks of punctuation when appropriate:
   A. The colon
   B. The dash
   C. Parentheses
   D. Brackets
   E. Underlining (Italics)
   F. Quotation marks
   G. The hyphen
   H. Elipses.

VI. The student should be able to write effective sentences which contain standard usage for formal and informal written expression.
   Behavior:
   A. He writes sentences that include various kinds of conjunctions needed to connect words, phrases or clauses with attention to parallel construction.
      1. He writes sentences showing he can use coordinate conjunctions to connect words, phrases and clauses.
      2. He writes at least ten sentences using ten different subordinate conjunctions.
      3. He uses at least three sets of correlative conjunctions to connect words, phrases, and clauses in sentences.
      4. He writes sentences showing he uses conjunctive adverbs in sentences.
   B. He uses pronouns appropriate to sentence sense in the following structures:
      1. Pronoun reference
      2. Pronoun agreement with antecedent.
   C. When given selected drills, the student uses the correct tense of verbs.
   D. When given selected drills, the student uses appropriate verb-subject agreement in sentences.
   E. The student determines when to use active and passive voice in his writing when given situations that call for the use of a specific voice in a sentence.
   F. When given sentences to write, the student uses the subjunctive mood correctly.

Block 151, Approaches to Fiction and Biography
Required; Prerequisite: Block 113 (Class Size: 35-40)

COURSE DESCRIPTION

In this course the student will apply the technical literary terms of criticism and analysis to the study of the short story, the biography, the autobiography, the poem, and the novel. The author's purpose, the meaning and structure of the work, and most obvious features of style will be examined, and some attempt will be made to show their relationships.

Block 151, Approaches to Fiction and Biography
Required; Prerequisite: Block 113 (Class Size: 35-40)

COURSE OBJECTIVES

I. Given selected short stories by different authors, the student should be able to analyze each story from a literary point of view.
Behavior:
A. The student identifies the five elements of the plot by designating specific paragraphs which illustrate opening action, rising action, climax, falling acion, and denouement or resolution.
B. The student briefly describes in paragraph form the mood or atmosphere and the tone of the story.
C. The student compares two or more author's styles of writing.
D. The student identifies the theme and purpose of a given short story.
E. The student identifies the basic element emphasized by the author (plot, setting, character) in a selected short story and illustrates through selected lines why this is the basic element.
F. The student identifies and gives examples of the various points of view from which selected stories are told.
G. The student identifies in writing methods of characterization used by two different authors.
H. The student identifies the basic type of conflict used in selected stories.
I. The student identifies figurative language and any symbolism when given selected passages.
J. The student develops vocabulary through listing new words and identifying their meanings in selected short stories.
K. The student writes a paragraph revealing his reactions to an idea or theme from a selected short story.

II. The student should be able to develop the ability to analyze biographies and autobiographies.
Behavior:
A. The student demonstrates the ability to differentiate between fiction and history when given selected biographical readings.
B. The student identifies in a written list some of the writer's techniques used in recording the actions and recreating the personality of an individual life in selected biographies and autobiographies.

(Cont.)

(Block 151, Course Objectives Cont.)

C. The student writes a brief biographical account of his own life using techniques observed in the study of biographies and autobiographies.

III. The student should be able to demonstrate the ability to analyze poetry.

Behavior:

A. Given selected passages, the student compares and contrasts poetic and prosaic forms.
B. When given selected passages, the student identifies some of the poems that tell a story through the use of emotion and imagination.
C. The student defines the functions, sounds, and rhythms of poetry as compared with prose.
D. The student identifies meter and rhyme scheme in given lines of poetry.
E. The student identifies the poetic devices which give a poem movement and total effect.
F. The student identifies and gives examples of figures of speech used in poetry.
G. The student identifies the main types of poetry and compares and contrasts their characteristics.

IV. The student should be able to demonstrate the ability to analyze the novel.

Behavior

A. The student lists the basic differences between the novel and the short story.
B. The student identifies the type of conflict or conflicts used in a particular novel.
C. The student contrasts the character development used in the short story with that used in the novel.
D. The student identifies and interprets any symbolism used in a particular novel.
E. The student discusses the author's style of writing and devices he uses for a particular novel.
F. The student writes a composition in response to the theme of a particular novel.
G. The student identifies the relationships between the plots and subplots of a novel.

SUGGESTION TO THE TEACHER:

In this required course it is of utmost importance that a student be given a basic background in the study of the short story, biography and autobiography. As time permits and in accordance with individual differences, attention should be given to the study of poetry and the novel.

Block 152, Approaches to Poetry and Essays
Prerequisite: Block 151 (Class Size: 35-40)

COURSE DESCRIPTION

This elective course is organized around poetry, essays, and the poetic dramas Julius Caesar or Romeo and Juliet. The vocabulary and techniques of analysis of literature will be reinforced, expanded, and supplemented.

Block 152, Approaches to Poetry and Essays
Prerequisite: Block 151 (Class Size: 35-40)

COURSE OBJECTIVES

I. The student should be able to demonstrate the ability to analyze poetry.
Behavior:
A. The student points out orally the use of imagery and other poetic elements in everyday language.
B. The student identifies the different types of poetry when given several selections.
C. Given selected lines of poetry, the student identifies and gives examples of the devices of sound: alliteration, assonance, consonance, onomatopoeia, and rhyme.
D. Given varied lines of poetry, the student identifies the types of meter.
E. The student identifies examples of figurative language in selected poetry and writes five original examples.
F. The student points out variations in poetic form when given selected poetry to read.
G. The student identifies poetry as a comment on human value and as an interpretation of life when he writes a 2-3 page composition on this subject.

II. The student should be able to apply the above objectives to the study of the poetic drama when assigned the study of Julius Caesar or Romeo and Juliet.
Behavior:
A. The student correlates purpose and meaning with variations of style and demonstrates the ability to do this in written composition of 3-5 pages.
B. The student identifies in list form special devices and limitations of the dramatic form used in play.

III. Given selected essays, the student should be able to demonstrate the ability to analyze the essay.
Behavior:
A. The student identifies the different types of essays, such as descriptive, narrative, argumentative, expository, personal.
B. The student acquires and lists the criteria which permit one to interpret and judge an essay in light of its purpose, structure, and techniques.
C. The student demonstrates in written composition the ability to analyze an essay according to content, form, tone.

Block 153, Introduction to American Literature
Prerequisite: Block 151 (Class Size: 35-40)

COURSE DESCRIPTION

This elective course is centered about the growth of American literature from its characteristically European beginnings to its uniquely American nature in the first half of the nineteenth century. Through a study of selected American works, the student is expected to share in the ideas and values that moved this nation and its people through times of conflict and stress to the brink of contemporary society.

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Block 153, Introduction to American Literature
Prerequisite: Block 151 (Class Size: 35-40)

COURSE OBJECTIVES

I. The student should be able to read and discuss American literature through the nineteenth century with regard to its general characteristics.
Behavior:
A. Using prepared reading lists, the student independently selects and reads prose selections from American literature and identifies basic characteristics of each period into which early American literature can be divided: colonial, revolutionary, romantic, etc.
B. The student discusses orally and in writing reading selections from a literary point of view in terms introduced in Block 151: plot, setting, character, mood, tone, theme, author's style of writing.

II. The student should be able to trace American literature to its European tradition and should be able to identify the ideas and attitudes that produced the predominantly utilitarian literature of colonial and revolutionary America.

III. The student should be able to identify deliberate attempts to break with the European tradition in America by pointing out examples of these attempts in works by Irving, Bryant, Cooper, Emerson, and Thoreau.

IV. The student should be able to discuss orally and in writing specific major authors and their works in terms of form (methods, techniques) and content (ideas, values).
Behavior:
A. The student identifies Poe's methods of achieving emotional effects in his short stories and poems.
B. The student identifies Hawthorne's methods of revealing sin in his short stories and in The Scarlet Letter.
C. The student identifies Whitman's methods of extolling freedom and the worth of the common man.
D. The student identifies Twain's methods of social criticism in his tales and essays as well as in The Adventures of Huckleberry Finn.
E. The student identifies Crane's methods of portraying life as it is in his short stories and in The Red Badge of Courage.

Block 154, Modern and Contemporary American Literature
Prerequisite: Block 151 (Class Size: 35-40)

COURSE DESCRIPTION

This elective course is organized around contemporary works of American literature. Through the study of modern works, the student should recognize the diversity and complexity of modern life, the ideals and challenges of modern man, and the increasing demands of contemporary society. Skills of analysis developed in Block 151 will be applied to contemporary works.

Block 154, Modern and Contemporary American Literature
Prerequisite: Block 151 (Class Size: 35-40)

COURSE OBJECTIVES

I. The student should be able to read and discuss orally and in writing American literature beginning with the twentieth century.
Behavior:
A. The student independently selects and reads prose selections from American literature on the basis of ability, interest, taste, and need, using prepared reading lists.
B. The student discusses orally and in writing selections from above reading in terms of plot, setting, characters, mood, tone, theme, author's style.

II. The student should be able to apply principles of analysis orally and in writing to selected works of Hemingway, Steinbeck, and Faulkner.
Behavior:
A. The student identifies the efforts of above writers to portray the complexity of modern and contemporary life.
B. The student identifies, compares and contrasts the diverse styles of modern writers in given selections.
C. The student identifies, compares and contrasts the techniques and methods modern writers use to portray life when given selected readings.

III. Using selected plays, the student should be able to analyze from a literary point of view the contemporary American play.
Behavior:
A. After reading selected plays by O'Neill and Williams, the student identifies in writing the following literary characteristics in each play: plot, setting, characters, dialogue, and theme.
B. The student writes a three to five page literary analysis of one of each of the above playwright's works.

Block 155, Drama as Literature
Prerequisite: Block 151 (Class Size: 35-40)

COURSE DESCRIPTION

This block is designed to acquaint the student with a variety of dramatic literature. It reinforces and expands the critical and analytical skills and concepts studied in previous blocks. This block is especially designed for the student with an interest in drama, but is not to be confused with acting and producing plays.

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Block 155, Drama as Literature
Prerequisite: Block 151 (Class Size: 35-40)

COURSE OBJECTIVES

I. The student should be able to demonstrate he has a knowledge of the history of drama.
Behavior:
A. The student identifies in a written report the distinguishing characteristics of different historical periods of drama.
B. The student orally identifies universal themes in plays of various historical periods.
C. When given selected plays to read, the student illustrates in writing or in action devices of characterization and dramatic effects in plays of various historical periods.

II. Given selected plays, the student should be able to recognize five different structural types of drama: tragedy, comedy, melodrama, farce, and experimental (avant-garde), classifying selected plays as types.
Behavior:
A. The student lists the distinguishing characteristics of different structural types of dramas.
B. Given selected plays, the student compares and contrasts in writing authors' purposes and techniques in plays of different structural types.
C. The student identifies universal themes in selected plays of different structural types and presents these in a 3-5 page paper.

III. The student should be able to expand the critical and analytical skills and concepts he has studied in Block 151 when given selected plays.
Behavior:
A. The student evaluates in a written composition the chosen literary form of an author as to its effectiveness and suitability in accomplishing effect, theme, or purpose.
B. The student writes a critical analysis of a play in which he differentiates the author's methods of presenting characters and points out differences in characterization.

Block 156, Introduction to English Literature to 18th C.
Prerequisite: Block 151 (Class Size: 35-40)

COURSE DESCRIPTION

This course is concerned with the development of English literature from the beginnings of the English language through seventeenth century literature. The course is recommended for college-bound students.

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Block 156, Introduction to English Literature to 18th C.
Prerequisite: Block 151 (Class Size: 35-40)

COURSE OBJECTIVES

I. The student should be able to trace the growth and development of the English language and literature from Anglo Saxon times through the seventeenth century.
Behavior:
A. He differentiates between the forms of Old, Middle, and Modern English.
B. He identifies the major periods in which English literature developed beginning with the first written epic "Beowulf" and going through the Puritan-Cavalier period of the 17th Century.

II. Given sample literature of the above periods in I-B, the student should be able to identify distinguishing characteristics of the literature of each period.
Behavior:
A. The student compares and contrasts the epics "Beowulf" and Milton's "Paradise Lost."
B. After reading Chaucer's "Prologue to the Canterbury Tales," the student describes the author's style, diction, characters and form.
C. The student identifies characteristics of the short story in "The Pardoner's Tale".
D. The student describes the Elizabethan theatre as it relates to the production of various types of plays written by Shakespeare: history, tragedy and comedy.
E. The student elects to read one of the above types of plays in II-D and points out techniques of characterization used by Shakespeare.
F. The student identifies examples of the Corpe Diem theme of Cavalier literature.
G. The student defines and gives examples of allegory as found in Bunyan's Pilgrim's Progress.
H. Given selected readings from the King James Version of the Bible, the student is able to identify the following types of literature found in the Bible: history, narrative, poetry, parables.

III. When given selected poems, the student should be able to identify the literary forms and devices in English songs and sonnets of the 16th and 17th centuries.
Behavior:
A. He identifies lyric and figurative elements.
B. He points out sonnet forms and their limitations.

Block 157, Introduction to English Literature, 18th Century through Contemporary
Prerequisite: Block 151 (Class Size: 35-40)

COURSE DESCRIPTION

This course is arranged to include English literary selections of the eighteenth, nineteenth, and twentieth centuries. Through a study of such modern and contemporary works, the student is expected to arrive at an understanding of the complexity of modern life and an appreciation of our heritage in language and literature. Reading and interpretative skills will be treated in relation to specific works. This course is recommended for college-bound students.

Block 157, Introduction to English Literature, 18th Century through Contemporary
Prerequisite: Block 151 (Class Size: 35-40)

COURSE OBJECTIVES

I. The student should be able to identify the political satire of the eighteenth century in selected works.
Behavior:
A. He reads background materials of the period as well as selections by Swift, Addison, Steele, and Defoe and lists reasons for the satire in the literature.
B. He selects the works of one of the above authors and writes a 3-5 page composition pointing out with illustrations the author's political satire.

II. The student should be able to identify principal tenets of the Romantic period.
Behavior:
A. The student identifies the characteristics of neo-classicism and defines romanticism in terms of reaction to this movement.
B. The student lists the influences of nineteenth century industrial, agricultural, and political changes on the romantic writings, after reading background materials and selected romantic writings.

III. The student should be able to identify the characteristics of the Victorian Age.
Behavior:
A. The student writes a summary of the political, economic, and social background which affected the literature of the age.
B. When given selected readings, the student identifies the didactic and utilitarian purposes and concepts in much of the literature of the age.

IV. The student should be able to trace the effect of democracy, science, and industry on contemporary thought.
Behavior:
A. The student lists the influences of politics in the poetry of the Irish Renaissance when given selected readings.
B. The student writes about the change of England's position in the modern world as it is reflected in selected contemporary literary works by T. S. Eliot, George Bernard Shaw or other selected writers.
C. After reading selected works, the student writes a 3-5 page composition concerning the impact of modern English literature on some phase of world thought.

Block 158, Comparative Literary Analysis
Prerequisite: Block 151 (Class Size: 20-25)

COURSE DESCRIPTION

In this course the skills of literary analysis will be reinforced and expanded. Ability to criticize and evaluate literature both orally and in writing will be emphasized. Comparisons, contrasts, and variations of theme, style, and purpose will be stressed. Habits and skills necessary for the independent study of literature will be encouraged. Students in this block should acquire a more sophisticated approach to literary analysis by combining abilities of observation and skills of interpretation and expression. The literature used will be recognized masterpieces of greater difficulty than those ordinarily read. This course is recommended for all college-bound students and should prove especially helpful to the student who wishes to enroll in the Seminar for Advanced Study, Block 166.

Block 158, Comparative Literary Analysis
Prerequisite: Block 151 (Class Size: 20-25)

COURSE OBJECTIVES

I. After examination and evaluation of two works such as King Lear and Moby Dick, Richard II and Julius Caesar, or Sejanus and Julius Caesar, the student should be able to identify the distinguishing characteristics of literary analysis as introduced in Block 151 and apply them to two of the above works.
Behavior:
A. Given two of above works, the student compares, contrasts, and identifies variations of theme, style, and purpose both orally and in writing. He writes a composition 5-7 pages in length.
B. In a single class period, the student writes an intensive analysis of a brief literary passage from one of the above chosen works.
C. Through groups, panels, role-playing, and similar oral activities, the student identifies and explains the themes, motifs, patterns of imagery, and other devices evident in both works selected from those listed in I.

II. The student should be able to demonstrate skills and habits of independent study by making comparative studies of assigned works.
Behavior
A. The student selects and writes a comparative analysis of two or more related features from two or more related literary works.
B. The student selects and writes a comparative study of the poetry of two authors, two historical periods, or two treatments of the same mood or theme.

III. Given a short literary work such as The Great Gatsby, The Old Man and the Sea, or Heart of Darkness, and a time limit of three weeks to complete the reading of this work, the student should be able, in a two hour period, to evaluate in writing the literary form used by the author. Noted in this evaluation is the form of the author as to his effectiveness in accomplishing variations of theme, style, and purpose.

Block 159, Masterworks of World Literature
Prerequisite: Block 151 (Class Size: 25-30)

COURSE DESCRIPTION

In this course the student will study four or more world masterworks that have significantly affected modern thought and literature, excluding American and English works. Works will be studied in translation. Students taking this course should be able to work independently and should have a keen interest in the humanities.

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Block 159, Masterworks of World Literature
Prerequisite: Block 151 (Class Size: 25-30)

COURSE OBJECTIVES

I. The student should be able to list universal characteristics of good writing, when given four selected readings.

II. The student should be able to compare and contrast individual styles of selected authors, excluding American and English writers.
Behavior:
A. The student identifies and gives examples of literary devices and techniques used in the works selected for study.
B. The student identifies the themes of the works studied by discussing themes and their universal interest.
C. The student identifies and interprets symbolism present in selected works.
D. The student identifies other elements of the novel (plot, conflict, characterization, dialogue, setting) as introduced in Block 151, making comparisons and contrasts of two selected readings in world literature.with regard to these elements.

III. When given appropriate examples of world literature, the student should be able to point out some of the trends of society that are sometimes reflected in the literature of any period and any nation.

SUGGESTED BLOCK ORGANIZATION

One suggestion is to organize the following novels into a thematic unit centering on the theme "Man's Relationship to Justice." The required works include:

Cervantes, Don Quixote
Dante, The Inferno
Dostoevsky, Crime and Punishment
Goethe, Faust
Ibsen, Ghosts

A second means of organization is to allow student to read independently from a pre-selected bibliography of world literature. Works by authors such as, but not limited to, Pasternak, Lagerkvist, Malreaux, Gide, Mann, Hesse, Pirandello, Camus, Kazantzakis, Koestler, Kafra, Balzac, Tolstoy, and Unamuno could be read and evaluated in terms of the particular interests and concerns of the individual student.

Block 161, Survey of the Mass Media (Class Size: 30-35)

COURSE DESCRIPTION

The student will operate under and examine the functions, production problems, and consumer problems of several mass communication media. This will be done through reading, writing, viewing, listening, interviewing and evaluating. Students will examine various codes of productions and compare and contrast with material presented in class. Through the use of a variety of media, students will correlate principles, morals, and motives presented by programming to modern man and society.

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Block 161, Survey of the Mass Media (Class Size: 30-35)

COURSE OBJECTIVES

I. The student should be able to identify main functions of the newspaper and identify types of material used in fulfilling these functions.
Behavior:
A. The student examines free press concept in the U.S. and foreign countries and compares laws with practice.
B. When reading, writing, viewing, or listening, the student isolates editorializing as opposed to factual accounts. He lists not only obvious opinion, but also use of slanted words, exclusion of points, and fallacious arguments.
C. After examining the criteria for a good newspaper as listed by the Associated Press Managing Editors Association, the student applies this criteria to one of his choice and submits a written evaluation of the paper.

II. The student should be able to read ads in light of the relationship between advertising and society.
Behavior:
A. The student identifies the basic drives and desires to which advertising appeals.
B. The student identifies common propaganda devices, such as fallacies, generalities, slanted words, in three media and compares them with reasonable appeal.
C. The student writes an advertisement with flexible grammar and imaginative vocabulary that offers reasonable appeal.
D. The student identifies mores determining good taste and offensive ads.

III. The student should be able to examine the communication functions of radio and television as well as their entertainment functions and makes an evaluation of them.
Behavior:
A. The student compares the appeal of radio and television among children, teenagers, and adults.
B. After using radio and television newcasts to complement paper reading, the student identifies extra material used in broadcasts.
C. The student itemizes programming differences in a radio newscast, interview, disc jockey program, and a television newscast, humor show, and sportscast.

(Cont.)

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(Block 161, Course Objectives Cont.)

D. After reading codes set up by the broadcasters, the student applies these codes to three types of programs and writes an evaluation of each program.

IV. The student should be able to consider films objectively, apart from entertainment value.
Behavior:
A. The student prepares a list of criteria with which students in class have been accepting and rejecting entertainment films.
B. The student applies acceptable criteria to an entertainment film and writes his assessment.
C. The student compares old movie codes to those recently adopted, using at least two movies in the analysis.

V. The student should be able to differentiate the intended readerships of selected magazines and to discern the effect of make-up, material, and tone.
Behavior:
A. The student denotes differences between a condensed article in Reader's Digest and the original article.
B. The student reads and identifies main features of a specialized periodical selected by the individual.
C. The student discerns and denotes the level of accuracy of reporting in such magazines as True and True Confessions.
D. The student interprets a news story told in Life magazine through photos and captions. He does this in a 2-3 page composition.
E. The student writes a comparison of a quick newspaper summary of an important news event with a thorough magazine report of the same event.

VI. The student should be able to see the electronic devices as having mass communication qualities.
Behavior:
A. After a brief introduction to a cursory history of electronics and its effects in our society, the student investigates and reports on at least three electronic devices which have an effect on mass communication.
B. Using appropriate material, each student selects outside of class one familiar object based on electronics and presents to his peers in class a description and explanation of this particular media phenomenon.

Block 162, Business English
Prerequisite: Block 142 (Class Size: 25-30)

COURSE DESCRIPTION

This course is designed for the business-bound student. The skills of basic English will be reinforced and expanded. The student will have an in-depth study of the four communication areas: speaking, writing, listening, and reading. Business spelling and vocabulary will be emphasized. In this block the student will receive training in all areas of letter writing. Independent work projects will give the student practice in the four areas of communication.

Block 162, Business English
Prerequisite: Block 142 (Class Size: 25-30)

COURSE OBJECTIVES

I. When given specified situations, the student should be able to write the following types of letters: inquiry, acknowledgement, claim, adjustment, credit, collection, sales, order, follow-up, public relations, thank you, application, and simple memos.
Behavior:
A. He produces the above letters with proficiency in mechanics and content.
B. Through the use of selected business-oriented spelling lists and vocabulary drills, the student achieves variety of word usage as he writes.

II. When given specific situations requiring their use, the student should be able to locate desired information in the following reference books: the dictionary, the secretarial handbook, telephone directory, books of etiquette, and travel guides.

III. Given three periodicals and one newspaper, the student should be able to examine them and write an evaluation of pertinent information he finds that will prove of possible value in his business communications.

IV. The student should be able to compose and follow through with activities developing specialized skills such as introductions, telephone conversations, dictations, and video tape recorded interviews.
Behavior:
A. The student demonstrates by being appropriately dressed that he is aware of the importance of personal appearance when appearing at a place of business.
B. Using selected exercises, the student orally practices voice flexibility, enunciation, and pronunciation.
C. The student prepares and gives three to five-minute demonstrations exemplifying each of the appropriate skills needed in IV.

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Block 163, Mythology and Legends of the Western World (Class Size: 35-40)
Prerequisite: Block 151

COURSE DESCRIPTION

In this course the student should study both classical and Nordic mythology as a basis for understanding the allusions, themes, and motifs that constantly reoccur in Occidental literature. The student should also study well-known characters in literary legends with emphasis placed on the Arthurian legends. Some attention will be given to modern treatments of well-known myths and to the tendency of modern critics to examine works for their underlying myths.

Block 163, Mythology and Legends of the Western World
Prerequisite: Block 151 (Class Size: 35-40)

COURSE OBJECTIVES

I. The student should be able to identify the characters and events of classical mythology as presented through teacher lecture, discussion, and readings.
Behavior:
A. The student identifies the various creation theories, especially the Greek view.
B. After reading some of the Greek literature concerning mythology, such as The Iliad, The Odyssey, and Jason and the Argonauts, the student identifies, in writing the various Greek and Roman gods and goddesses and the similarities and differences among them.

II. The student should be able to identify the characters and events of some of the literary legends, such as the Arthurian legends.

III. The student should be able to use the classical and Nordic myths and the Arthurian legends as a basis for interpreting the allusions, themes, and motifs which continually reoccur in Occidental literature.
Behavior:
A. Given selected Nordic myths and Arthurian legends, the student compares and contrasts them with the modern treatments of well-known myths. (See T.S.Eliot)
B. Given selected readings, the student identifies modern critics' tendencies to find underlying myths in literature.

Block 164, The Bible as Literature
Prerequisite: Block 151 (Class Size: 35-40)

COURSE DESCRIPTION

This course is designed to acquaint the student with the background of the Bible, including the history of the Jewish people and the early Christians, to introduce the various types of literature in the Bible, and to interpret some of the Biblical allusions that appear in western literature.

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Block 164, The Bible as Literature
Prerequisite: Block 151 (Class Size: 35-40)

COURSE OBJECTIVES

I. The student should be able to demonstrate his knowledge of the background and structure of the Bible.
Behavior:
A. The student traces the development of the Bible from its origins to its present form.
B. The student identifies the major characteristics and events in early Jewish and Christian history.

II. The student should be able to demonstrate his understanding of the types of literature present in the Bible.
Behavior:
A. The student identifies characteristics of narrative in selected Biblical passages.
1. He lists major events taken from the books of Genesis through Esther as history.
2. He identifies accounts of major personalities in both testaments as biography.
3. He rewrites in his own words selected accounts of events involving such major characters as Joseph, David, Samson and Delilah, and David and Goliath. He uses appropriate techniques used in narration for this activity.

B. The student identifies the characteristics of the essay in selected New Testament epistles.
C. The student identifies the major poetic qualities in selections from the Books of Job through the Songs of Solomon.
D. The student lists characteristics of the allegory in the parables of the New Testament.
E. The student describes in a 3-5 page composition the major features of symbolism in the Book of Revelation (Apocalypse).

III. The student should be able to identify Biblical allusions which appear in given selections from such major literary works as Bunyan's Pilgrim's Progress, Milton's Paradise Lost, Eliot's "Ash-Wednesday," Lindsey's "Proclamation," and Stevens' "Sunday Morning."
Behavior:
A. After reading one of the above selections, the student lists at least ten examples of Biblical allusions appearing in the selection.
B. The student writes a 3-5 page paper offering explanations for the author's use of the allusions.

Block 165, Shakespeare
Prerequisite: Block 151 (Class Size: 35-40)

COURSE DESCRIPTION

This block includes intense study of the Shakespearean era, with emphasis on works of the Bard, the age in which he lived, the ideas (philosophies) which prevailed, the theater in which he worked, and the universality of his works. For an especially competent group, the inclusion of Shakespeare's eminent contemporaries, Jonson and Marlow, may be briefly introduced.

Block 165, Shakespeare
Prerequisite: Block 151 (Class Size: 35-40)

COURSE OBJECTIVES

I. The student should be able to write an analysis of selected Shakespearean poems which includes the following: identification of form (mechanics of poem), identification of important metaphors, and rewording the theme in the poem.

II. When given selected readings from Shakespeare's plays, the student should be able to identify ways in which Shakespearean drama reflects the history and philosophy of the Elizabethan period.

III. By intensive study of character-revealing passages and stage directions, the student should be able to identify static and dynamic character traits of important characters in a selected play.

IV. The student should be able to correlate Shakespeare's themes with ideas found in selections from 20th century literature.

Behavior:

A. Given selected passages from Kiss Me Kate, the student should be able to show similarities in theme between these passages and The Taming of the Shrew.

B. Given a theme from Shakespeare's poetry, the student should be able to identify a modern poem with a similar theme.

V. Given one of each of three basic types of Shakespearean drama, the student should be able to identify characteristics of each type:

A. History - Richard III or Henry IV, Part II

B. Comedy - The Merchant of Venice or The Taming of the Shrew

C. Tragedy - Othello or Hamlet

NOTE: Of the three types, tragedy should be the most intensively studied with emphasis on comparison and contrast of Shakespearean tragedy with the Greek concept of tragedy.

Block 166, Seminar for Advanced Study
Prerequisites: Blocks 131, 143, 151, Honors Committee Recommendation (Class Size: 15-20)

COURSE DESCRIPTION

Students taking this course should demonstrate a high degree of intellectual ability, be able to work independently, be able to communicate in both oral and written expression and have a keen interest in the humanities. Approaches to this course will be determined by individual and group needs and interests.

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Block 166, Seminar for Advanced Study
Prerequisites: Blocks 131, 143, 151 and Honors Committee Recommendation (Class Size: 15-20)

STRUCTURE OF SEMINAR

Behavioral objectives for this course will largely depend upon the specific project or study selected by the teacher and pupils according to individual and group needs and interests. Some suggested areas of study are as follows:

I. Study of a selected British or American novel in depth

II. An inter-disciplinary study based on the humanities

A. Combined study of history, art and literature of a given period. (Paper submitted to culminate study)
OR
B. A new look at poetry, music, film, theatre, painting and architecture as expressions of the human spirit throughout the ages and in the contemporary world.

III. An artistic production on a given theme or work requiring independent and group research, planning and producing.

IV. Study of national literatures of selected countries other than American or British.

V. A concentrated study of one author such as Faulkner, Williams, Shaw, or Hemingway.

END